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AUTHOR Falk, Nancy, Ed.
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ABSTRACT

The Career Opportunities Program (COP) is directed to the educational needs of low income families. The study of COP-trained aides describes the impact of the most effective teams of teachers and aides and social workers and aides on: the learning-teaching process; the delivery of school social work services; the pupils; communication between the school and parents; and the roles of teachers, school social workers, and principals. Opinions regarding training of COP aides and their working relationships to other school staff were also gathered. The study was confined to the elementary level and to participants who made the best use of aides (12 teachers, 4 social workers, 4 principals). The findings, based on interviews, are summarized for each of the above areas of investigation. Participants' responses are reported in 45 tables corresponding to each question asked in the interviews. Two predominant responses were observations of: (1) the positive impact of COP aides on the individualization on instruction and (2) the importance of COP aides as a resource to the professional staff. Implications related to the success of paraprofessionals, their effectiveness, and their training are discussed. A copy of the pre-interview letter and the teacher interview instrument are appended. (Author/MS)

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February, 1975
Minnesota Department of Education
Professions Development Section

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THE UTILIZATION OF PARAPROFESSIONALS

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February, 1975
Minnesota Department of Education
Professions Development Section
Nancy Falk - editor

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In Duluth the following teachers were interviewed: Florence Brown, Donald Johnson, Thelma Kimball, Mary Ann Lucus, Robert Plachecki, Helen Tangen. Duluth school social workers Judy Fretig and Clara Knutson and principals Eugene Bergman and Douglas Ellingson were also interviewed. Teachers interviewed in Minneapolis: Jeanette Andrews, Dorothy Defreese, Margo Grevel, Janie Lawrence, Gayle Marko, Pat Westberg. Minneapolis school social workers Hildegard Holtz and Gloria Kumagai and principals Bruce Gall and George McDonough were interviewed.

Table of Contents

Page

List of Tables v

I Historical Background of the Career Opportunities Program 1

II. Purpose and Procedures of the Study 1

III. Report of the Findings 1

IV. Summary of the Data 2

V. Implications of the Study: Paraprofessionals' Success Depends Upon Teachers Changing Their Roles 4

VI. Implications of the Study: Institutionalization Is Not Enough 4

VII. Findings from Interviews of Teachers and Principals 7

VIII. Findings from Interviews of School Social Workers 23

Appendix A: Letter Sent to Participants in the Study Prior to the Interviews 34

Appendix B: Instrument Used in Interviewing Teachers 35

List of Tables

Findings from Interviews of Teachers and Principals 7

A. Impact of COP Classroom Aides Upon the Role of the Teacher and the Classroom Learning-Teaching Process 8

TABLE 1 Ways in Which COP Aides Make Teachers' Jobs Easier 8

TABLE 2 Ways in Which COP Aides Make Teachers' Jobs More Difficult 9

TABLE 3 Ways in Which the Teacher's Role Changes as a Result of Having a COP Aide 9

TABLE 4 Ways in Which COP Aides Affect Teachers' Classroom Planning 10

TABLE 5 Ways in Which COP Aides Affect Teachers' Classroom Instruction 10

TABLE 6 Ways in Which COP Aides Affect Teachers' Evaluation of Children's Progress 10

TABLE 7 Time Spent in Teacher-Aide Planning and Evaluation 11

TABLE 8 Ways in Which COP Aides Affect the Amount of Contact Teachers Have with Children and the Relationships Teachers Have with Children 11

TABLE 9 COP Aides' Community Knowledge as a Resource to Teachers in Dealing with Economically Disadvantaged Children 12

TABLE 10 Ways in Which COP Aides Affect the Classroom Learning-Teaching Atmosphere 12

TABLE 11 Ways in Which COP Aides Affect Classroom Management and Discipline 13

TABLE 12 Ways in Which COP Aides Affect Classroom Curriculum 13

List of Tables

B. Impact of COP Classroom Aides Upon the Role of the Principal 14

TABLE 13 Ways in Which COP Aides Make Principals' Jobs Easier 14

TABLE 14 Ways in Which COP Aides Make Principals' Jobs More Difficult 14

TABLE 15 COP Aides' Community Knowledge as a Resource to Principals in Dealing with Economically Disadvantaged Children 15

TABLE 16 Ways in Which COP Aides Affect the Learning-Teaching Atmosphere in the Building 15

TABLE 17 Ways in Which COP Aides Affect Building Management and Discipline 15

C. Impact of COP Classroom Aides Upon Pupils 16

TABLE 18 Ways in Which COP Aides Affect Individual Pupil Learning 16

TABLE 19 Ways in Which COP Aides Affect Pupil Attitude Toward School and Learning 16

TABLE 20 Ways in Which COP Aides Affect Pupil Self-Concept 16

D. Impact of COP Classroom Aides Upon Communication Between the School and Parents 17

TABLE 21 Ways in Which COP Aides Affect Communication Between the School and Parents 17

E. The Training of COP Classroom Aides 18

TABLE 22 Most Important Competencies for COP Aides 18

TABLE 23 Training COP Aides Should Have 19

TABLE 24 Ways in Which COP-Sponsored College Training Affected Aides' Personal Development 19

TABLE 25 Ways in Which COP-Sponsored College Training Affected Aides' Effectiveness in the Classroom 20

F. The Working Relationships of COP Classroom Aides to Other School Staff 21

TABLE 26 The Working Relationships of COP Classroom Aides to Other School Staff 21

Findings from Interviews of School Social Workers 23

A. Impact of COP Social Work Aides Upon the Role of the School Social Worker and the Delivery of Social Work Services 24

TABLE 27 Ways in Which the School Social Worker's Role Changes as a Result of Having a COP Social Work Aide 24

TABLE 28 Ways in Which COP Social Work Aides Make the Job of the School Social Worker Easier . . . 24

TABLE 29 Ways in Which COP Social Work Aides Make the Job of the School Social Worker More Difficult 25

TABLE 30 Time Spent in Planning by the School Social Worker and Aide 25

TABLE 31 Ways in Which COP Social Work Aides Affect the Quantity and Quality of Pupil Personnel Services 26

TABLE 32 Ways in Which COP Social Work Aides Affect the Amount of Contact School Social Workers Have with Children and the Relationships They Have with Children 26

TABLE 33 COP Social Work Aides' Community Knowledge as a Resource to School Social Workers In Dealing with Economically Disadvantaged Children 26

List of Tables

B. Impact of COP Social Work Aides Upon the Role of the Teacher and the Learning-Teaching Process in the Classroom 27

TABLE 34 Ways in Which the Teacher's Role Changes as a Result of the Activities of the COP Social Work Aide 27

TABLE 35 Ways in Which COP Social Work Aides Affect the Learning-Teaching Atmosphere in Classrooms 27

TABLE 36 Ways in Which COP Social Work Aides Affect Management and and Discipline in Classrooms 27

C. Impact of COP Social Work Aides Upon Pupils 28

TABLE 37 Ways in Which COP Social Work Aides Affect Individual Pupil Learning 28

TABLE 38 Ways in Which COP Social Work Aides Affect Pupil Attitude Toward School and Learning 28

TABLE 39 Ways in Which COP Social Work Aides Affect Pupil Self-Concept 28

D. Impact of COP Social Work Aides Upon Communication Between the School and Parents 29

TABLE 40 Ways in Which COP Social Work Aides Affect Communication Between the School and Parents 29

E. The Training of COP Social Work Aides

TABLE 41 Most Important Competencies for COP Social Work Aides 30

TABLE 42 Training COP Social Work Aides Should Have 31

TABLE 43 Ways in Which COP-Sponsored College Training Affected Social Work Aides' Personal Development 31

TABLE 44 Ways in Which COP-Sponsored College Training Affected Social Work Aides' Effectiveness on the Job 31

F. The Working Relationships of COP Social Work Aides to the Pupil Personnel Staff 32

TABLE 45 The Working Relationships of COP Social Work Aides to the Pupil Personnel Staff 32

I. Historical Background of the Career Opportunities Program

The Career Opportunities Program (COP) is directed to the education needs of low-income families. Its objectives are to improve the education of children from economically disadvantaged families and to improve employment opportunities in education for low-income adults by establishing a career lattice of teacher aide, social work aide, and other educational positions in the school district and by providing a work-study training program which can lead to certification. Since its beginning in 1969, COP has been based on the belief that the education of children from economically disadvantaged families can be improved by aides and teachers who come from economic and ethnic backgrounds similar to those of their students. Therefore, COP trainees meet low-income qualifications and are recruited from low-income areas of the school district. Recruitment of Viet Nam era veterans and persons from minority groups who are often unemployed or underemployed is encouraged.

Under the COP training model, participants are employed part-time as teacher aides in local school districts, while taking college courses to help them advance to more responsible, higher paying work. The program can lead to full professional certification. They receive part-time aide salaries, tuition, books and supplies, and summer stipends.

Since 1970, two Career Opportunities Programs have been conducted in Minnesota in the Duluth and Minneapolis school districts. Their final year of federal support is 1975. In the four years the programs have been in operation 281 persons have participated, 106 are currently enrolled in the programs, and 52 have earned baccalaureate degrees.

II. Purposes and Procedures of the Study

In the Spring of 1974, the Minnesota Department of Education in cooperation with the project directors of the Duluth and Minneapolis COP projects conducted a descriptive study of the utilization of COP-trained aides. The study was conducted by the State Consultant under the State COP Technical Assistance Grant.

The primary purpose of the study was to describe the impact of the most effective teams of teachers and aides and school social workers and aides on:

- the roles of teachers, school social workers, and principals
- the learning-teaching process in the classroom
- the delivery of school social work services
- the pupils
- communication between the school and parents.

A secondary purpose was to gather opinions from teachers, school social workers, and principals regarding the training of COP aides and the working relationships of COP aides to other staff in the school. In order to make a limited sample as significant as possible, the study was confined to the elementary school level.

To determine the impact of effectively utilized COP aides rather than the varied impact of a random group of COP aides, the project directors selected participants who made best use of the aides. An interview was used to gather detailed descriptive information from the participants. The project directors and the COP consultant designed and used interview instruments for 12 teachers, four school social workers, and four principals from eight schools in Duluth and Minneapolis. Interviews were conducted on-site by the consultant.

To ensure uniformity in the interviews, a letter describing the purpose and procedures of the study was sent to each participant prior to the interview, and the appropriate instrument was used. (See Appendix A for the introductory letter and Appendix B for the interview instrument.) Each interview lasted about 1½ hours. Questions were opened and no attempt was made to suggest answers. Participants' responses were recorded in writing and frequently were read back to the participants to ensure accuracy of meaning.

III. Report of the Findings

The data gathered in the interviews and reported here may be of particular interest to members of boards of education and other persons in decision-making positions as well as to anyone who is responsible for using teacher aides: COP project directors; other supervisory personnel who recruit, assign, train and/or evaluate aides; staff development personnel; teachers; school social workers; and principals. Since the value of the study lies in the detailed, specific, and concrete nature of responses made by the teachers, school social workers, and principals who participated in the interviews, every attempt was made to faithfully reproduce the language and tone of their responses. In cases where it was possible to classify responses into like categories, variations in expression have been retained. Where it was not possible to categorize, responses have been reported individually. Participants' responses are reported in tables; for each question asked in the interviews there is a corresponding table. Each table reports all of the responses given to a single question and the number of times each particular response was made by teachers, principals, or school social workers. It should be noted that most questions elicited many responses from each person interviewed; therefore, the total number of responses to a single question may be greater than the number of persons interviewed. For example, a single question may have elicited 30 responses from the 12 teachers interviewed.

Teachers and principals were interviewed regarding their utilization of COP-trained classroom aides and their responses are reported in tables 1-26. School social workers were interviewed regarding their utilization of social work aides and their responses are reported in tables 27-45.

IV. Summary of the Data

Because of the open-ended nature of the interview questions and the small number of persons interviewed no attempt has been made to draw conclusions based on statistical analysis of the data. However, it is possible to highlight the responses given most frequently, responses given by a majority of participants, patterns or clusters of responses, or the absence of any patterns.

Overshadowing all of the responses reported in the study are two which are predominant and pervasive. Teachers, school social workers, and principals spontaneously and repeatedly volunteered observations of:

— the positive impact of COP aides upon the individualization of instruction
— the importance of COP aides as a resource to the professional staff.

These two impacts of COP aides appear again and again in the following summary of the data which is organized under headings corresponding to the original purposes of the study. Following each conclusion is a reference in parenthesis to the table or tables in which supporting data may be found.

A. Changes in the Roles of Teachers, School Social Workers, and Principals

1. When asked how the teacher's role has changed as a result of having a COP aide in the classroom, teachers and principals unanimously agreed that the aide enables the teacher to individualize instruction to a greater extent and to provide more individual attention to more children. A majority of teachers also said that the aide enables them to conduct more small-group instruction. It is clear that these teachers believe they function more effectively when they have aides. Teachers also indicated that their roles were expanded to include supervision of other adults. (table 3, p. 9.)
2. When asked how COP aides make their jobs more difficult, a majority of teachers, school social workers, and principals agreed that their roles were expanded to include management responsibilities for aides requiring additional time. (table 2, p. 9; table 3, p. 9; table 14, p. 14; table 29, p. 25.)
3. A majority of teachers, school social workers, and principals said that COP aides make their job easier by relieving them of non-professional duties or by sharing these duties. (table 1, p. 8; table 13, p. 14; table 27, p. 24; table 28, p. 24.)
4. Although all social workers said that their roles changed as a result of having COP social work aides, there was a great variety of responses as to exactly how their roles were changed. (table 27, p. 24.)

B. Impact on the Learning-Teaching Process in the Classroom

1. The aide enables the teacher to individualize instruction to a greater extent and to provide more individual attention to more children. (table 1, p. 8; table 3, p. 9; table 8, p. 11; table 10, p. 12; table 18, p. 16; table 20, p. 16; table 39, p. 28.)
2. The aide enables the teacher to conduct more small-group instruction. (table 3, p. 9.)
3. The COP classroom aide is viewed as a resource to teachers by both teachers and principals. The majority of teachers and principals said that aides are a resource because they have different viewpoints and skills to offer. Teachers and principals agreed that the aides' observations and perceptions, often different from their own, are particularly helpful to the teacher in evaluating children's progress. (table 1, p. 8; table 4, p. 10; table 6, p. 10.)
4. A majority of principals and teachers agreed that the COP classroom aide's life experiences and community knowledge are a resource to teachers in dealing with economically disadvantaged children. (table 9, p. 12.) All principals said that COP aides are resources to the principal in dealing with economically disadvantaged children. (table 15, p. 15.)
5. A majority of teachers and principals agreed that COP classroom aides have positive effects on classroom atmosphere. All principals said that the specific effects are dependent upon the personality of the aide and upon the interaction between the aide and the teacher. Specific positive effects mentioned by teachers and/or principals were that the classroom atmosphere is more individualized and personalized, more relaxed and informal, more responsive to children's needs, and busier with a greater variety of activities. (table 10, p. 12.) School social workers unanimously agreed that classroom atmosphere is more relaxed and more positive because of the services offered by COP social work aides. (table 35, p. 27.)
6. A majority of teachers and principals agreed that COP classroom aides have positive effects on classroom management and discipline. Specific effects mentioned by teachers and/or principals were: general supervision and organization of the environment are easier with an aide; there are fewer discipline problems; discipline crises can be prevented or handled more effectively; and the aide is a positive reinforcer of the teacher's management style and of children's acceptable behavior. (table 10, p. 12; table 11, p. 13; table 12, p. 13.) School social workers said that COP social work aides help teachers to prevent discipline crises in the classroom and help children develop their own behavior controls. (table 35, p. 27; table 36, p. 27.) All principals agreed that building management and supervision are improved by COP aides. (table 13, p. 14; table 17, p. 15.)
7. All principals and most teachers agreed that COP classroom aides help to expand the curriculum and provide a greater variety of activities. (table 12, p. 13.)

C. Impact on the Delivery of Social Work Services

1. A majority of school social workers said that because they have COP social work aides, social work services are more efficient and effective and more children are served. (table 31, p. 26.)

2. All school social workers agreed that COP social work aides have positive effects upon the amount and quality of contact social workers have with children. (table 32, p. 26.)
3. A majority of school social workers said that COP social work aides' life experiences and community knowledge are a resource in dealing with economically disadvantaged children. (table 33, p. 26.)

D. **Impact on Pupils**

1. When asked how COP aides affect individual pupil learning, most teachers, social workers, and principals talked about the increased individual attention provided by aides. Three teachers and two principals said that children learn more because of the services of aides. (table 18, p. 16; table 37, p. 28.)
2. All principals and a majority of teachers agreed that COP classroom aides have positive effects upon children's attitudes toward school. A majority of school social workers said that COP social work aides have positive effects upon children's attitudes toward school. (table 19, p. 16; table 38, p. 28.)
3. With the exception of one teacher, teachers and principals agreed that children's self-concepts are improved due to the increased individual attention and help provided by COP classroom aides. (table 20, p. 16.) A majority of school social workers said that the individual and personal contact provided by COP social work aides improves children's self-concepts. (table 39, p. 28.)

E. **Impact On Communication Between the School and Parents**

1. All principals and a majority of teachers agreed that COP classroom aides have positive effects upon communication between the school and parents. Both teachers and principals indicated that aides serve as effective liaison between parents and the school. When asked what negative effects the aides have upon communication, a majority of teachers and half of the principals said that they had observed no negative effects. Please see table 21, page 17 for specific negative effects.
2. School social workers agreed unanimously that COP social work aides are effective in liaison among the school, parents, and community agencies and that the aides have no perceived negative effects upon communication between the school and parents. (table 40, p. 29.)

F. **The Training of COP Aides**

1. There was a variety of responses as to which competencies and what kinds of training COP classroom aides should have. When asked about competencies, principals unanimously agreed that COP aides should have a positive feeling toward children. Of the 22 competencies mentioned by teachers, 18 are personal attributes (the aide should like children, be ambitious, be responsible) and three competencies are skills, (basic skills, audio-visual, and clerical). Therefore, it appears that teachers consider personal attributes much more important than specific skills. Because of the variety of responses it is recommended that the reader consult table 22 on page 18.
2. When asked what kinds of training COP classroom aides should have, a majority of teachers said that aides should be familiar with the building and classrooms in order to know the objectives, the programs, and the use of materials. There was a variety of responses from principals as to the kinds of training COP aides should have. (table 23, p. 19.)
3. There was more agreement among school social workers concerning most important competencies and training for COP social work aides. School social workers unanimously agreed that aides should be concerned about people, should demonstrate skills in establishing positive relationships, and should be responsible. (table 41, p. 30.)
4. A majority of school social workers said that aides should have training in human behavior or human relations. (table 42, p. 31.)
5. A majority of teachers and all school social workers agreed that college training improved the aide's self-concept or contributed to the aide's personal fulfillment. Half of the principals agreed that college training improved the aide's self-concept and half said that it had no specific effect upon the aide's personal development. (table 24, p. 19; table 43, p. 31.)
6. When asked if COP-sponsored college training had any effect upon the aide's effectiveness in the classroom, a majority of the principals said that college training had no effect and less than half of the teachers agreed to any specific effect which college training had upon the aide's effectiveness in the classroom. There was no agreement among school social workers as to how college training affected the social work aide's effectiveness on the job. (table 25, p. 20; table 44, p. 31.)

G. **Working Relationships of COP Aides to Other Staff in the School**

1. Teachers and principals unanimously agreed that COP classroom aides are considered part of the instructional staff and school social workers unanimously said that COP social work aides are considered part of the pupil personnel staff. (table 26, p. 21; table 45, p. 32.)
2. A majority of principals and school social workers indicated that COP aides are included in staff meetings. However, only half of the teachers said that the aides are included in the staff meetings. Some teachers pointed out that staff meetings are held at a time when aides are not in the building or when aides are attending college classes, and that aides would not be reimbursed for their time if they did attend. (table 26, p. 21; table 45, p. 32.)
3. Teachers, school social workers, and principals unanimously said that COP aides are included in staff social functions. (table 26, p. 21; table 45, p. 32.)

V. Implications of the Study: Paraprofessionals' Success Depends Upon Teachers Changing Their Roles

Alan D. Sweet
Project Director, Career Opportunities Program
Minneapolis, Minnesota

The overwhelming response on the part of teachers, social workers, and principals in this study professing the positive impact paraprofessionals make upon the individualization of instruction and their importance as resource to the professional school staff greatly supports the contribution of paraprofessionals in education.

However, one must keep in mind that those involved in this study were chosen because they are successful supervisors of paraprofessionals. I believe that they are successful because they have expanded their role as teachers to include being a supervisor, a trainer, and an evaluator of another adult in the classroom. The recognition of this fact appears several times in the study. In order to achieve more individual instruction, the teacher must plan with the paraprofessional, direct the activities of a paraprofessional, provide training to conduct these activities, and give the necessary evaluative feedback to help the paraprofessional become effective. The teacher must develop the kind of team relationship that allows and encourages the kind of communication necessary to utilize the community resource services of a paraprofessional.

This, indeed, is a new role for a teacher.

Those involved in this study successfully achieved this new role and their responses in the study show that they were functioning in a new role. The significance is that the impact of the paraprofessional is directly dependent upon the teacher's ability to function in this expanded role. The paraprofessionals had great impact because the teachers in this study were skillful supervisors; they were successful in a new and extended teacher role.

Recognizing this fact, school systems which utilize paraprofessionals should give high priority to providing training for teachers in the proper utilization of paraprofessionals. Optimum impact of paraprofessionals is more dependent upon teachers becoming good supervisors than upon any training that can be given to paraprofessionals.

Another significant outcome of the study was the strong response to the importance of paraprofessionals as resource to professional staff. Reference to the various ways a paraprofessional serves as a liaison between parents and the school, the resource they provided teachers in presenting different viewpoints, and the insights they give teachers as to how children's home and community environment affect their performance and behavior in school point up the valuable communication function of paraprofessionals who live in the community. In order to get maximum input, schools must take care to hire paraprofessionals who live in the community and who can provide a different cultural viewpoint.

Responses to the training of COP classroom aides were interesting, if not surprising.

The fact that these successful supervisors of paraprofessionals consider personal attributes much more important than specific skills is significant. It tells educators that they should not be too concerned about educational level when they hire paraprofessionals, but rather, that they like children and have a desire to work with them. It is also significant that all teachers, principals, and social workers in this study considered paraprofessionals part of the staff.

It appears to me that the study tells school systems that paraprofessionals do have an impact on education and that they should be hired from the community, be of the same cultural background as the students, that prior education is not an important factor, and that teachers should be provided training in the proper utilization of paraprofessionals.

VI. Implications of the Study: Institutionalization Is Not Enough

Beverly C. Korby
Project Director, Career Opportunities Program
Duluth, Minnesota

Based upon the review of the findings presented in the previous section, the following are identified to be the most significant results concerning the perceived effectiveness of the role of the teacher aides:

1. Teachers function differently when they have aides.
2. Training of aides differs from training needed to be a teacher.
3. Increased individual attention is given to students.

When teachers work with aides in the classroom, they function differently; training differs for each role resulting in increased individualized instruction to students.

Given a desired set of objectives such as a change in teaching techniques, introduction of new curriculum or classroom management modification, the introduction of another adult into the classroom may give the impetus needed to reach the desired change level. An aide may be assigned to a teacher for a one or two year period to effect the desired change and then rotated to another teacher. Over a period of time, this may result in many teachers receiving assistance and many changes brought into the classroom.

The study implies the need to train the teacher in the management of another adult's time and a different kind of training for the teacher aides themselves.

The study further seems to indicate that life experiences, dependability, enthusiasm, initiative, and the ability to establish working relationships are the most important characteristics for consideration in hiring aides. On-the-job training may be the most valuable way of increasing an aide's effectiveness. These general characteristics seem to be given more weight in terms of the assessment of the aide than the formal training or background provided by a college or university.

The central feature of the COP model for the training of educational personnel is its grounding in the experience of the public school. The key feature of the model is for the participants, at one and the same time, to be a student in the college and a worker in the public schools. A potential danger is that the shift away from reliance upon an academic classroom focus may degenerate into little more than an on-the-job training program, now lacking in theory as earlier designs lacked in practice. There also seems to be a tendency for the aide's role to be described in terms of the atmosphere of the classroom, the attitudes of the children, and other such affective areas rather than things aides do.

A task analysis may be the next logical step in a detailed study of the aide's effectiveness. The Duluth Public Schools conducted a study on role development, training, and institutionalization of aide personnel. The Program Development* document resulted in the necessary completion of the minimum job competencies, state certified human relations course, and district inservice child development courses.

A measure of teacher aide activity related to student accomplishment was not achieved due to the lack of specificity in the description of teacher aide tasks and the lack of an accounting function for identifying the specific students with whom the aides work. It is necessary to incorporate task analysis of the various teacher aide functions and an analysis of the linkage between the functions of the teacher aide, the function of the teacher, and the expected benefits for students.

The Career Opportunities Program is a plan designed to act as an agent of change. The real significance of the changes brought about by this program through a new group of educational employees is only beginning to be explored. The Duluth Educational Assistant Program is considered institutionalized according to the following criteria:

1. Stable employment including fringe benefits, increments, etc.
2. Job competencies by field of work.
3. Selection criteria which stress apparent potential rather than previous schooling and experience.
4. Career Development Program continuing relevant training after employment.
5. Career Lattice providing sequential positions leading from entry level to professional certification.

Institutionalization is not enough.

Clarification of the rationale for the utilization of auxiliary school personnel, not as a temporary expedient, but in terms of the long range goals of education is needed. New dimensions in education call for the utilization of school personnel of various socio-economic backgrounds and at various levels of training working together as teams to meet the needs in changing communities. A real problem for educational planners is not to devise remedial "help them to be like us" programs but to broaden the educational institution so that it can adequately accommodate and respond to students from a variety of cultural backgrounds and life styles.

Change is the order of the day.

Present conditions of increasing costs, accountability, higher selection and training standards for professionals resulting in demand for more pay, delivery of more services within budget restrictions, and federal/state/local hiring criteria are placing extreme pressures on the present program. Future studies need to deal with questions such as: how many aides would be appropriate to a given student population; are more aides needed given the type of population that is being served such as special education, inner city, vocational education; are there tasks an aide should not be doing because it is more appropriately a task of a teacher?

Questions on a broader basis that need to be considered deal with: legislation, licensing and/or certification of auxiliary personnel, competency-based training programs, and retraining of public school personnel in the use of instructional auxiliary personnel.

It seems apparent that the time has come for school systems to get together to develop a direction for the internal job structure for non-certified instructional staff.

* Program Development, Educational Assistant Program 1973-1974 prepared by Supplementary Training Consultant, Kay Brace, Duluth Public Schools.

VII. Findings From Interviews of Teachers and Principals

Twelve teachers and four principals were interviewed regarding their utilization of COP-trained aides. Their responses are reported in tables: for each question asked there is a corresponding table. In cases where teachers and principals were asked the same question, their responses are reported in separate columns within the same table for purposes of comparison. The tables are organized into subsections according to the original purposes of the study:

A. Impact of COP Classroom Aides Upon the Role of the Teacher and the Classroom Learning-Teaching Process

B. Impact of COP Classroom Aides Upon the Role of the Principal

C. Impact of COP Classroom Aides Upon Pupils

D. Impact of COP Classroom Aides Upon Communication Between the School and Parents

E. The Training of COP Classroom Aides

F. The Working Relationships of COP Classroom Aides to Other School Staff

A. Impact of COP Classroom Aides Upon the Role of the Teacher and the Classroom Learning-Teaching Process

TABLE 1 — WAYS IN WHICH COP AIDES MAKE TEACHERS' JOBS EASIER

Teachers were asked: How does your COP aide make your job easier?
What are the assets of having an aide?

No. of responses in each category given by teachers (N=12)	CATEGORIES OF RESPONSES
12	Individual instruction is affected positively in various ways: —Children receive more individual attention. —The teacher and aide share individual instruction. —Having an aide makes it easier to individualize instruction.
10	The teacher is relieved of some non-instructional duties or the teacher and aide share non-instructional duties such as: —producing learning materials —correcting tests and papers —duplicating.
7	The aide is a resource to the teacher in various ways: The aide: —provides new insights —presents different viewpoints —uses different methods —possesses different skills.
6	Small-group instruction is affected in that the teacher and aide share small-group instruction or small groups are easier to manage.
5	The aide is important as an adult colleague for the teacher.
4	Classroom management is improved or made easier.
4	The aide is a responsible person who can take over some activities and does not need to be directed at all times.
3	The aide can supervise the classroom when the teacher needs to leave the room to supervise other staff or to conduct parent/teacher conferences.
2	The aide reinforces teacher judgement about pupils.
2	The teacher has more time for planning and preparation.
2	The quality of instruction is improved and more flexibility is possible because both members of the teacher and aide team are capable of instructing.
1	The teacher becomes less tired throughout the day and, therefore, is probably more effective.

TABLE 2 — WAYS IN WHICH COP AIDES MAKE TEACHERS' JOBS MORE DIFFICULT

Teachers were asked: How does your COP aide make your job more difficult? What are the problems of having an aide?

No. of responses in each category given by teachers (N=12)	CATEGORIES OF RESPONSES
9	A significant amount of time is required for management responsibilities in relation to the aide. Responsibilities mentioned: —planning for and with the aide —training the aide —supervising the aide.
3	The teacher feels responsible for the professional growth of the aide.
3	The aide does not make the teacher's job more difficult.
2	The aide's incompetence can interfere directly with the teacher's instruction.
2	The aide's work must be scheduled around college class requirements. When the aide is absent for college classes, there is no substitute.
1	Sharing a desk and personal space is a minor problem.
1	A teacher occasionally may want to be alone with the children.

TABLE 3 — WAYS IN WHICH THE TEACHER'S ROLE CHANGES AS A RESULT OF HAVING A COP AIDE

Teachers were asked: How has your role as a teacher changed as a result of having a COP aide in the classroom?

Principals were asked: How does the role of the teacher change as a result of having a COP aide in the classroom?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
12	4	The aide enables the teacher to individualize instruction to a greater extent and to provide more individual attention to more children.
7	2	The teacher's role is expanded to include responsibility for an adult. Various responsibilities were mentioned: —planning with the aide and for the aide's function in the classroom —the evaluation of the aide —the professional growth of the aide.
7	none	The aide enables the teacher to conduct more small-group instruction.
3	none	The teacher is more effective with the help of an aide.
2	none	The teacher is relieved of some non-instructional duties.
1	1	Because of the training the aide has received, the teacher and aide have a more professional relationship and become colleagues and team members.
1	none	The teacher grows professionally because he/she has more opportunities to experiment with methods, activities, and materials.

TABLE 4 — WAYS IN WHICH COP AIDES AFFECT TEACHERS' CLASSROOM PLANNING

Teachers were asked: How does your COP aide affect your role as a classroom teacher in planning?

Principals were asked: How does the COP aide affect the role of the classroom teacher in planning?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
6	none	The teacher has primary responsibility for total class planning; however, the aide can take partial responsibility for and can be helpful in planning for individual children.
6	3	The teacher and aide plan together as a team combining their different skills and observations of the children; the aide is a resource to the teacher in planning.
2	1	The teacher needs to plan for the aide's function in the classroom.
2	none	The aide provides the teacher with more time to plan.
1	none	With an aide, it is possible to plan to accomplish more in basic skills.

TABLE 5 — WAYS IN WHICH COP AIDES AFFECT TEACHERS' CLASSROOM INSTRUCTION

Teachers were asked: How does your COP aide affect your role as a classroom teacher in instruction?

Principals were asked: How does the COP aide affect the role of the classroom teacher in instruction?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
6	1	Instruction is more individualized because the teacher has more time to instruct individuals and because the aide is capable of instructing individuals.
4	1	Having an aide makes it possible to conduct more small-group instruction.
2	1	Having an aide increases the amount of instruction and makes it possible to provide more reinforcement or enrichment.
2	none	The teacher has primary responsibility for total class instruction.
	2	Two principals gave no response.

TABLE 6 — WAYS IN WHICH COP AIDES AFFECT TEACHERS' EVALUATION OF CHILDREN'S PROGRESS

Teachers were asked: How does your COP aide affect your role as a classroom teacher in evaluating pupils' progress?

Principals were asked: How does the COP aide affect the role of the classroom teacher in evaluating pupils' progress?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
11	3	The evaluation of children's progress is improved because it includes the observations and perceptions of two adults; the aide is a resource to the teacher.
4	none	Evaluation of children's performance is more frequent and continuous.
2	none	The teacher has primary responsibility for total class evaluation; however, the aide is helpful in evaluating individual children.
1	none	The aide does not affect the role of the classroom teacher in evaluating.
	1	One principal gave no response.

TABLE 7 — TIME SPENT IN TEACHER-AIDE PLANNING AND EVALUATION

Teachers were asked: How often do you and your COP aide plan and evaluate together?
How much time do you and your aide spend in planning and evaluating?

No. of responses in each category given by teachers (N=12)	CATEGORIES OF RESPONSES
7	The teacher and aide plan and evaluate daily on an ongoing basis and schedule formal sessions once a week.
3	The teacher and aide plan and evaluate daily on an ongoing basis.
1	The teacher and aide plan and evaluate daily on an ongoing basis and schedule formal sessions twice a week.
1	The teacher and aide plan and evaluate daily on an ongoing basis, schedule formal sessions once a week, and meet once a month for long-range planning.

No. of responses in each category given by teachers (N=12)	Responses Indicating How Much Time Per Week Teachers and Aides Spend Together in Planning and Evaluating.
4	30 minutes per week.
1	One hour per week.
2	Two hours per week.
2	Three hours per week.
1	Four hours per week.
2	The teacher was unable to estimate the amount of time because the teacher and aide planned and evaluated continuously according to need.

TABLE 8 — WAYS IN WHICH COP AIDES AFFECT THE AMOUNT OF CONTACT TEACHERS HAVE WITH CHILDREN AND THE RELATIONSHIPS TEACHERS HAVE WITH CHILDREN

Teachers were asked: How does your COP aide affect the amount of contact you have with pupils and the relationship you have with the pupils?

Principals were asked: How does the COP aide affect the amount of contact teachers have with pupils and the relationships teachers have with pupils?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
12	4	Having an aide increases the teacher's individual contact with children in various ways: —The teacher has more time to work with individual children. —The teacher is able to spend a longer period of time with each individual. —Children have to wait less to get individual attention.
5	2	Because teachers have more contact with children individually or in small groups, relationships between teachers and children are closer or more personalized.
4	2	Having an aide increases teacher/student contact in general.
6	none	Having an aide allows the teacher to conduct more small-group instruction.
4	none	Having an aide gives the teacher more opportunities to be an observer of children and gives the teacher access to another person's perceptions of children.
none	2	Because there are two adults in the classroom, children have an opportunity to establish a successful relationship with more than one adult.
1	none	The teacher feels better able to meet children's needs because of increased individual contact.

TABLE 9 — COP AIDES' COMMUNITY KNOWLEDGE AS A RESOURCE TO TEACHERS IN DEALING WITH ECONOMICALLY DISADVANTAGED CHILDREN

Teachers were asked: Have your COP aide's life experiences and community knowledge been a resource to you in dealing with economically disadvantaged children?

Principals were asked: Are the COP aide's life experiences and community knowledge a resource to teachers in dealing with economically disadvantaged children?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
8	3	The aide is a resource to the teacher because he/she can give the teacher insights as to how children's home and community environment affect their performance and behavior in school.
5	2	Because the aide's background and experiences are similar to the children's he/she can be more understanding of and helpful to the children than the teacher.
3	none	The aide's life experiences and community knowledge are not a resource to the teacher.
2	1	The aide helps the teacher to become more empathetic and compassionate to economically disadvantaged children.
1	none	The aide is a model for children and parents because of his/her self-improvement.
none	1	The aide is particularly helpful in assisting new teachers to adjust to the school situation.

TABLE 10 — WAYS IN WHICH COP AIDES AFFECT THE CLASSROOM LEARNING-TEACHING ATMOSPHERE

Teachers were asked: How does your COP aide affect the learning-teaching atmosphere in the classroom?

Principals were asked: How does the COP aide affect the learning-teaching atmosphere in the classroom?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
4	4	The learning-teaching atmosphere is more individualized and/or more personalized.
6	1	The learning-teaching atmosphere is more relaxed and informal.
4	2	The learning-teaching atmosphere is more responsive because the teacher and aide can respond more appropriately and quickly to children's needs.
4	none	The learning-teaching atmosphere is busier because more activities and a greater variety of activities can be conducted.
none	3	To some extent, the effect of the aide upon the learning-teaching atmosphere is dependent upon the personality of the individual aide or the interaction between the aide and teacher.
2	none	Classroom management is improved.
1	none	Because the teacher and aide work as a team, the learning-teaching atmosphere is very consistent; children feel secure in this consistency.

TABLE 11 — WAYS IN WHICH COP AIDES AFFECT CLASSROOM MANAGEMENT AND DISCIPLINE

Teachers were asked: How does your COP aide affect your classroom management and discipline?
Principals were asked: How does the COP aide affect classroom management and discipline?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
6	3	Management in the sense of general supervision and organization of the environment is easier with an aide.
5	4	There are fewer discipline problems for various reasons: —Children are less frustrated. —Children receive more individual help. —Children receive help more frequently and more immediately. —Children have more opportunities for activity and movement. —There is less dysfunctional time between activities.
6	none	Discipline crises can be prevented or handled more effectively for various reasons: —The aide observes instructional problems which may lead to behavior problems. —The aide who works consistently with the same children knows individual behavior patterns and how to cope with them. —The classroom aide and teacher can simultaneously share instruction and management; instruction can continue while a crisis is being prevented or handled.
6	none	The aide is a positive reinforcer of: —the teacher's management style and standards —children's acceptable behavior.
1	none	When an aide does not reinforce the teacher's standards of pupil behavior, the teacher needs to spend more time on management and discipline.
1	none	Classroom management and discipline are not affected by the aide.
none	1	The aide helps to complement the teacher's discipline style. If the teacher's discipline style is "weak", the aide helps make discipline firmer or if the teacher is too firm, the aide helps to "soften" the discipline style.

TABLE 12 — WAYS IN WHICH COP AIDES AFFECT CLASSROOM CURRICULUM

Teachers were asked: How does your COP aide affect the curriculum in your classroom?
Principals were asked: How does the COP aide affect the curriculum?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
9	4	The curriculum is expanded and a greater variety of activities is possible for various reasons: —Supervision is better. —Field trips are easier to take. —The aide offers new areas of content because of his/her special abilities.
3	2	The curriculum is more individualized.
3	none	The aide has little affect on the overall curriculum.
2	none	The aide makes it possible to conduct more drill and enrichment.
none	2	The curriculum is more relevant and realistic to the needs of economically disadvantaged children.
1	none	It is more possible for the teacher to experiment with curriculum.

B. Impact of COP Classroom Aides Upon the Role of the Principal

TABLE 13—WAYS IN WHICH COP AIDES MAKE PRINCIPALS' JOBS EASIER

Principals were asked: How does the COP aide make your job easier? What are the assets of having COP aides in the building?

No. of responses in each category given by principals (N=4)	CATEGORIES OF RESPONSES
4	Because aides provide additional, general supervision in the building as well as in classrooms, the principal has to devote less time to direct supervision or to resolving problems which arise from inadequate supervision.
2	The instructional program is more effective because of aides.
1	The principal is more satisfied in his/her role because aides help make the instructional program more effective.
1	The COP aides are leadership models for other aides.

TABLE 14—WAYS IN WHICH COP AIDES MAKE PRINCIPALS' JOBS MORE DIFFICULT

Principals were asked: How does the COP aide make your job more difficult? What are the problems of having COP aides in the building?

No. of responses in each category by principals (N=4)	CATEGORIES OF RESPONSES
4	Having COP aides in the building increases the principal's administrative responsibilities and requires additional time. Following are some of the specific problems mentioned: —The incidence of personnel problems is increased. —The principal is responsible for the training, supervision, and evaluation of the aides. —The principal has increased responsibilities in regard to payroll and civil service regulations for aides. —The college class schedules of COP aides cause scheduling problems.

TABLE 15 — COP AIDES' COMMUNITY KNOWLEDGE AS A RESOURCE TO PRINCIPALS IN DEALING WITH ECONOMICALLY DISADVANTAGED CHILDREN

Principals were asked: Are the COP aide's life experiences and community knowledge a resource to you in dealing with economically disadvantaged children?

No. of responses in each category given by principals (N=4)	CATEGORIES OF RESPONSES
4	COP aides are a resource to the principal in various ways: —Aides from a minority group are helpful to the principal in dealing with minority students. —The principal can deal more effectively with children in school because the aide as a community member can provide information about the children's home and community environment. —The principal feels that it is ethical for him/her to discuss a child's family situation with a community member who is also a professional involved with the school. —Aides help to bridge the gap between parents and staff on school committees.

TABLE 16 — WAYS IN WHICH COP AIDES AFFECT THE LEARNING-TEACHING ATMOSPHERE IN THE BUILDING

Principals were asked: How does the COP aide affect the learning-teaching atmosphere in the building?

No. of responses in each category given by principals (N=4)	CATEGORIES OF RESPONSES
2	Because aides are from the community the school staff has a closer identification with the community, and it is possible for children to establish relationships immediately with adults in the building.
1	When trained aides interact with children in a positive and professional manner in the lunchroom, library, and hallways, the building atmosphere is more conducive to learning.
1	There is no effect which would not be generalized to all aides.

TABLE 17—WAYS IN WHICH COP AIDES AFFECT BUILDING MANAGEMENT AND DISCIPLINE

Principals were asked: How does the COP aide affect building management and discipline?

No. of responses in each category given by principals (N=4)	CATEGORIES OF RESPONSES
3	Building management and supervision are improved.
1	COP training enables aides to be more capable in playground and lunchroom supervision.

C. Impact of COP Classroom Aides Upon Pupils

TABLE 18—WAYS IN WHICH COP AIDES AFFECT INDIVIDUAL PUPIL LEARNING

Teachers were asked: How does your COP aide affect individual pupil learning?
Principals were asked: How does the COP aide affect individual pupil learning?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
7	2	Instruction is more individualized.
3	2	Children learn more or progress further because they receive more individual attention.
2	none	Increased individual attention promotes learning.
1	none	Learning is reinforced more frequently.
1	none	Children have access to different styles of communication and to different ways of explaining; therefore, they have more ways of trying to grasp new ideas.

TABLE 19—WAYS IN WHICH COP AIDES AFFECT PUPIL ATTITUDE TOWARD SCHOOL AND LEARNING

Teachers were asked: How does your COP aide affect pupils' attitudes toward school and learning?
Principals were asked: How does the COP aide affect pupils' attitudes toward school and learning?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
10	4	Teachers and principals indicate that aides have a positive effect upon children's attitudes in various ways: —Children receive more personal attention from adults. —Children feel more successful or less discouraged because they receive more individual help. —Attendance is better. —Aides help children to value learning for themselves.
2	none	The aide has little affect on children's attitudes toward school and learning because kindergarten and primary-grade children are already eager and enthusiastic about school.

TABLE 20—WAYS IN WHICH COP AIDES AFFECT PUPIL SELF-CONCEPT

Teachers were asked: How does your COP aide affect pupil self-concept?
Principals were asked: How does the COP aide affect pupil self-concept?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
11	4	Teachers and principals indicate that children feel more positive about themselves because of the increased individual attention and help provided by aides. —Because children receive more personal and individual attention, they feel more cared for and more positive about themselves. —Because children are more successful as learners, due to the increased individual help provided by aides, they feel more positive about themselves.
1	none	No response.

D. Impact of COP Classroom Aides Upon Communication Between the School and Parents

TABLE 21—WAYS IN WHICH COP AIDES AFFECT COMMUNICATION BETWEEN THE SCHOOL AND PARENTS

Teachers and principals were asked: ***What effect does the COP aide have upon communication between the school and the parents? (If the question was answered positively, the interviewer asked about negative effects; if the question was answered negatively, the interviewer asked about positive effects.)***

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF POSITIVE RESPONSES
9	4	The aide serves as a liaison between parents and the school in various ways: —Because the aide is a community member and a member of the school staff, he/she sometimes communicates more effectively with parents than teachers communicate. —The aide interprets classroom and school activities to parents and corrects parents' misinformation about school. —The aide reinforces school policies with parents. —The aide is helpful in encouraging parents to visit school and to respond to requests from the school for information. —The aide is particularly effective in working with parents in PTA and in helping parents to make educationally related decisions. —The aide is a liaison between the school and community organizations. —The aide serves as a reference point for the principal in checking out parents' responses to new policies.
1	none	The aide is an example to other community members; the aide encourages others to pursue an education for themselves.

		CATEGORIES OF NEGATIVE RESPONSES
1	none	When the aide's grammar is non-standard, he/she is a bad model for the children.
none	1	The longer the aide works in the building, the more the aide is perceived as a school person rather than as a community person; the aide loses some of his/her ability to communicate effectively with parents.
none	1	The principal may have to deal with envy among community members concerning the opportunities the aide has had.
		CATEGORIES OF OTHER RESPONSES
8	2	When asked what negative effects the COP aide has upon communication between the school and parents, eight teachers and two principals responded that they had observed no negative effects.
3	none	Three teachers said that, they were not aware of any effects, positive or negative, which the aide had upon communication between the school and parents.

E. The Training of COP Classroom Aides

TABLE 22—MOST IMPORTANT COMPETENCIES FOR COP AIDES

Teachers and principals were asked: What competencies do you consider most important for a COP aide to have?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
5	4	The aide should have a positive feeling for children. This competency was expressed in various ways. The aide should: —like children —enjoy children —respect children —have an interest in children —relate well with children —desire to work with children.
5	1	The aide should be ambitious or be willing to work and learn.
5	none	The aide should possess basic skills. Skills mentioned: —reading —writing —arithmetic —manuscript writing —spelling.
4	none	The aide should be responsible or dependable.
3	none	The aide should have typing and clerical skills.
2	1	The aide should have the ability to communicate.
2	none	The aide should be able to operate audio-visual equipment.
2	none	The aide should be flexible.
1	none	The following 14 responses each were given once by individual teachers. The responses have **not** been placed in order of importance. The aide should: —desire to work in a school function —conduct himself/herself with dignity so that children respect him/her —have empathy for students and teachers —have initiative —have the attributes of a leader —have a pleasant personality —be willing to cooperate —be self-disciplined —be able to get along with parents, teachers, and students —be able to work independently —be able to ask questions when he/she does not understand —be able to respond quickly in a crisis —be able to follow directions —be able to handle children in a disciplinary way.
none	1	The aide should have a sense of humor.
none	1	The aide should have a serious and professional attitude toward the job.

TABLE 23—TRAINING COP AIDES SHOULD HAVE

Teachers and principals were asked: What kinds of training should a COP aide have?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
7	1	Know the objectives, be familiar with the programs, and be trained in the use of materials of the building and classroom to which the aide is assigned.
4	1	Training in child psychology.
3	none	Orientation to the responsibilities of the aide and training in specific skills related to the function of the aide.
1	1	Training which meets the individual learning and career needs of the aides.
1	1	A combination of formal college training and practical on-the-job training.
2	none	Training in classroom management and disclipine.
none	2	Local, school-sponsored in-service training.
1	none	The same kind of professional training as teachers receive if the aide's ambition is to be a teacher.
1	none	Training in manuscript printing.
1	none	Training in causes of specific learning problems.
none	1	Training in language and math so that an aide is able to handle any instructional situation in language and math in the elementary school.
none	1	Training to help an aide understand himself/herself and the motivations for personal behavior.

TABLE 24—WAYS IN WHICH COP-SPONSORED COLLEGE TRAINING AFFECTED AIDES' PERSONAL DEVELOPMENT

Teachers and principals were asked: Has the COP-sponsored college training had an effect upon the aide's personal development?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
7	2	College training improved the aide's self-concept or contributed to the aide's personal fulfillment.
4	2	College training had no specific effect upon the aide's personal development.
1	none	The aide became a better communicator as a result of college training.
1	none	The aide took more leadership in the community as a result of college training.

TABLE 25—WAYS IN WHICH COP-SPONSORED COLLEGE TRAINING AFFECTED AIDES' EFFECTIVENESS IN THE CLASSROOM

Teachers and principals were asked: Has the COP-sponsored college training had an effect upon the aide's effectiveness in the classroom?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
5	1	Transfer from various specific college training experiences was cited as contributing to the aide's effectiveness in the classroom. Training experiences mentioned: —art —child development —communications —English composition —language arts —math —methods courses —Negro history —philosophy of education —preparation of bulletin boards —psychology.
3	3	College training had no affect upon the aide's effectiveness in the classroom.
3	1	As a result of college training, the aide developed a more professional attitude toward teaching and children and related to the teacher in a more professional manner.
1	1	College training provided a theoretical or conceptual explanation for on-the-job experiences.
1	none	As a result of college training, the aide had a better general knowledge which was a resource in dealing with students.
1	none	As a result of college training, the aide was more stimulating.
1	none	The aide's understanding of a need to promote a child's self-concept was probably related to college training.

F. The Working Relationships of COP Classroom Aides to Other School Staff

TABLE 26—THE WORKING RELATIONSHIPS OF COP CLASSROOM AIDES TO OTHER SCHOOL STAFF

Teachers and principals were asked: Are COP aides considered part of the instructional staff?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
12	4	Yes, COP aides are considered part of the instructional staff.

Teachers and principals were asked: Are they included in staff meetings?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
6	3	Yes, COP aides are included in staff meetings.
3	none	COP aides are encouraged to come to staff meetings, however, the meetings are held when aides are not in the building because they are attending college classes, and aides are not paid for the time involved.
2	1	No, COP aides are not included in staff meetings because: —COP aides are in college classes at the time. —Aides' and teachers' concerns are different.
1	none	Sometimes COP aides are included in staff meetings and sometimes they are not included.

Teachers and principals were asked: Are they included in staff social functions?

No. of responses in each category given by: teachers (N=12)	principals (N=4)	CATEGORIES OF RESPONSES
12	4	Yes, COP aides are included in staff social functions.

VII. Findings From Interviews of School Social Workers

Social work aides are assigned directly to a school social worker and assist in providing social work services. Four school social workers were interviewed regarding their utilization of COP-trained social work aides. Their responses are reported in tables; for each question asked there is a corresponding table. The tables are organized into subsections according to the original purposes of the study:

A. Impact of COP Social Work Aides Upon the Role of the School Social Worker and the Delivery of Social Work Services

B. Impact of COP Social Work Aides Upon the Role of the Teacher and the Learning-Teaching Process in the Classroom

C. Impact of COP Social Work Aides Upon Pupils

D. Impact of COP Social Work Aides Upon Communications Between the School and Parents

E. The Training of COP Social Work Aides

F. The Working Relationships of COP Social Work Aides to the Pupil Personnel Staff.

A. Impact of COP Social Work Aides Upon the Role of the School Social Worker and the Delivery of Social Work Services

TABLE 27—WAYS IN WHICH THE SCHOOL SOCIAL WORKER'S ROLE CHANGES AS A RESULT OF HAVING A COP SOCIAL WORK AIDE

School social workers were asked: How has your role as a school social worker changed as a result of having a COP aide?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
2	By performing tasks which require less professional training, the aide releases the school social worker to concentrate on functions requiring more professional training. Professional functions mentioned: —diagnosing emotional and learning problems —conferring with teachers concerning children's emotional problems which are interfering with learning —conducting depth therapy —making referrals —acting as an advocate for children and parents.
2	The school social worker's function has been expanded to include responsibility for the supervision and professional growth of the aide.
2	Together the school social worker and aide are able to serve more children. Now, children with less severe problems are served in addition to those with the most severe problems.
2	The aide is a resource to the school social worker in understanding community problems.

TABLE 28—WAYS IN WHICH COP SOCIAL WORK AIDES MAKE THE JOB OF THE SCHOOL SOCIAL WORKER EASIER

School social workers were asked: How does your COP aide make your job easier? What are the assets of having an aide?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
4	The aide makes the job easier by sharing the functions and work load of the school social worker in various ways: —The aide and school social worker share the workload and responsibilities on a team basis. —The aide can take total responsibility for less difficult but time consuming tasks such as attendance or organization of parent visits to school. —The aide can represent the school social worker in meetings or can handle immediate problems when the school social worker is already occupied.
2	Because the aide is a community member, he/she can establish relationships with parents and open up situations so that the school social worker can function more effectively.
1	Because the aide is capable of assuming responsibility for individual students, together the school social worker and aide can serve more children individually.

TABLE 29—WAYS IN WHICH COP SOCIAL WORK AIDES MAKE THE JOB OF THE SCHOOL SOCIAL WORKER MORE DIFFICULT

School social workers were asked: How does your COP aide make your job more difficult? What are the problems of having an aide?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
4	The school social worker's responsibilities for an aide who is becoming a professional require much additional time. School social workers mentioned responsibility for: —the professional growth of the aide —supervision of the aide —evaluation of the aide.
1	When an aide is incompetent, it is difficult for the school social worker to have the aide removed or re-assigned.

TABLE 30—TIME SPENT IN PLANNING BY THE SCHOOL SOCIAL WORKER AND AIDE

School social workers were asked: How often do you and your COP school social work aide plan and evaluate together? How much time do you and your aide spend in planning and evaluating?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
1	The school social worker and aide plan and evaluate daily on an ongoing basis for a total of 1½ hours a week.
1	The school social worker and aide plan and evaluate once a week for one to two hours.
1	The school social worker and aide plan and evaluate: —once a week for one hour —once every two months for an evaluation of the aide's progress.
1	The school social worker and aide plan and evaluate: —daily on an ongoing basis —once every two weeks with the building supervisor for case evaluation —once every two weeks for 2½ hours with the school social work coordinator —once a month for four hours of in-service training conducted by the school social work coordinator.

TABLE 31 — WAYS IN WHICH COP SOCIAL WORK AIDES AFFECT THE QUANTITY AND QUALITY OF PUPIL PERSONNEL SERVICES

School social workers were asked: How does your COP aide affect the quantity and quality of pupil personnel services provided to pupils?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
3	Pupil personnel services are more efficient and effective for various reasons: —Referrals are followed-up sooner. —Service is more individualized. —It is possible to follow through to satisfactory solutions more often. —The school social worker is able to concentrate on the more difficult cases.
3	More children are served.
2	Pupil personnel services are less crisis oriented and are more preventive.
1	The school social worker and aide team are able to work on improving teacher-class relationships in general in addition to serving individual children.
1	Because the aide is a community member, he/she gives depth to the pupil personnel services and is effective in helping parents to accept and implement recommendations made by professionals.

TABLE 32 — WAYS IN WHICH COP SOCIAL WORK AIDES AFFECT THE AMOUNT OF CONTACT SCHOOL SOCIAL WORKERS HAVE WITH CHILDREN AND THE RELATIONSHIPS THEY HAVE WITH CHILDREN

School social workers were asked: How does your COP aide affect the amount of contact you have with pupils, and the relationship you have with pupils?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
1	Contact with children is increased and more children are served because the school social worker and aide working as a team can follow-up on more teacher referrals and can do more than merely deal with the worst behavior problems.
1	The school social worker who has an aide has more time to work with children's families, and therefore, his/her relationships with these children are deeper and more positive.
1	As a team the school social worker and aide can work with teachers to improve teacher-student or teacher-class relationships.
1	Because the aide is a community member, he/she can give the school social worker insights about children's needs.

TABLE 33 — COP SOCIAL WORK AIDES' COMMUNITY KNOWLEDGE AS A RESOURCE TO SCHOOL SOCIAL WORKERS IN DEALING WITH ECONOMICALLY DISADVANTAGED CHILDREN

School social workers were asked: Have the COP school social work aide's life experiences and community knowledge been a resource to you in dealing with economically disadvantaged children?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
3	Because the social work aide is a community member and is from a low-income background, he/she can identify more easily with economically disadvantaged children than the school social worker and can give the school social worker insights about the children's life experiences.
1	One school social worker who is a community member with a low-income background said that the social work aide did not make a unique contribution in this respect.

B. Impact of COP Social Work Aides Upon the Role of the Teacher and the Learning-Teaching Process in the Classroom

TABLE 34 — WAYS IN WHICH THE TEACHER'S ROLE CHANGES AS A RESULT OF THE ACTIVITIES OF THE COP SOCIAL WORK AIDE

School social workers were asked: How has the role of the teacher changed as a result of the activities of the COP school social work aide?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
2	Because social work aides can give teachers insights about children's home environment, teachers are more effective with children and have more realistic expectations of children in school.
1	Instruction is more individualized and personalized because teachers have a better understanding of individual learning styles.
1	The role of the teacher does not change.

TABLE 35 — WAYS IN WHICH COP SOCIAL WORK AIDES AFFECT THE LEARNING-TEACHING ATMOSPHERE IN CLASSROOMS

School social workers were asked: How do the activities of the COP school social work aide affect the learning-teaching atmosphere in classrooms?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
4	The classroom atmosphere is more relaxed and more positive for various reasons: —Crises are prevented. —The social work aide can act as an advocate for the child with the teacher when the aide has information the teacher does not have. —The social work aide works outside of class with small groups of children on social-emotional behavior.

TABLE 36 — WAYS IN WHICH COP SOCIAL WORK AIDES AFFECT MANAGEMENT AND DISCIPLINE IN CLASSROOMS

School social workers were asked: How do the activities of the COP school social work aide affect classroom management and discipline?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
3	The social work aide can help the teacher to prevent a crisis in the classroom by: —giving the teacher insights about a child —coming into the classroom to counsel with a child before a crisis develops.
3	The social work aide helps children individually or in small groups to develop their own behavior controls.
1	The social work aide organizes parent study groups to improve parents' relationships with their children and to help parents with behavior problems in the home. An improved parent-child relationship enables the child to behave better at school.

C. Impact of COP Social Work Aides Upon Pupils

TABLE 37 — WAYS IN WHICH COP SOCIAL WORK AIDES AFFECT INDIVIDUAL PUPIL LEARNING

School social workers were asked: How do the activities of the COP school social work aide affect individual pupil learning?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
2	The social worker aide provides motivation and encouragement for individual children.
2	Because of the services provided by the social work aide children may be in a better frame of mind to learn or may be more free to learn.

TABLE 38 — WAYS IN WHICH COP SOCIAL WORK AIDES AFFECT PUPIL ATTITUDE TOWARD SCHOOL AND LEARNING

School social workers were asked: How do the activities of the COP school social work aide affect pupils' attitudes toward school and learning?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
3	Services provided by social work aides make school a more pleasant place to be, help children to feel more positive about school, or motivate children to want to learn.
1	One school social worker made no response to this question.

TABLE 39 — WAYS IN WHICH COP SOCIAL WORK AIDES AFFECT PUPIL SELF-CONCEPT

School social workers were asked: How do the activities of the COP school social work aide affect pupil self-concept?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
3	The individual and personal contact which social work aides provide helps children to value themselves more.
1	One school social worker made no response to this question.

D. Impact of COP Social Work Aides Upon Communication Between the School and Parents

TABLE 40 — WAYS IN WHICH COP SOCIAL WORK AIDES AFFECT COMMUNICATION BETWEEN THE SCHOOL AND PARENTS

School social workers were asked: What effect does your COP school social work aide have upon the communication between the school and parents? (If the question was answered positively, the interviewer asked about negative effects; if the question was answered negatively, the interviewer asked about positive effects.)

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF POSITIVE RESPONSES
4	The social work aide is a liaison among the school, parents, and community agencies in various ways: —The social work aide enables the school social worker to be more effective by helping to establish a relationship with parents in the community and by helping to provide a good follow-up with parents in reference to their children's school problems. —The social work aide enables the classroom teacher to relate more effectively to parents. —The social work aide is effective in encouraging parent visits to school and participation in parent-teacher conferences. —The social work aide interprets the community to the school staff. —The social work aide is effective in interpreting community changes such as housing redevelopment and school redistricting to parents. —The social work aide is effective in helping parents to avail themselves of community services and agencies.
	CATEGORIES OF OTHER RESPONSES
4	Four school social workers said that the COP social work aide has no negative effect upon communication between the school and parents.

E. The Training of COP Social Work Aides

TABLE 41 — MOST IMPORTANT COMPETENCIES FOR COP SOCIAL WORK AIDES

School social workers were asked: What competencies do you consider most important for a COP school social work aide to have?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
4	The social work aide should be concerned about people and should demonstrate skill in establishing positive relationships. This competency was expressed in various ways. The social work aide should have the ability to: —identify with people —be emphathetic, supportive, and be able to establish trust relationships —demonstrate sensitivity in relationships.
4	The social work aide should be responsible. This competency was expressed in various ways. The social work aide should: —be able to follow through —be able to assume responsibility —be reliable and dependable.
2	The social work aide should have self-confidence and a feeling of personal worth.
2	The social work aide should be discreet and should honor confidentiality.
1	The following seven responses each were given once by individual school social workers. The responses have **not** been placed in order of importance. The social work aide should: —be flexible —be able to meet strangers and feel comfortable in initiating contacts —be able to communicate —have the ability to be an advocate for a child with school staff —have a non-judgemental attitude toward people and their values —have a repertoire of approaches in dealing with people —have a deep interest in personal growth.

TABLE 42 — TRAINING COP SOCIAL WORK AIDES SHOULD HAVE

School social workers were asked: What kinds of training should a COP school social work aide have?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
3	Training in human behavior or human relations.
2	Training in child development.
2	Training in communications skills.
2	Training in interviewing techniques.
1	Training in fields of the aide's interest.
1	Practical field work which provides opportunities to apply academic training and to develop an individual helping style.
1	Simultaneous college and on-the-job training; the COP program is well designed.

TABLE 43 — WAYS IN WHICH COP-SPONSORED COLLEGE TRAINING AFFECTED SOCIAL WORK AIDES' PERSONAL DEVELOPMENT

School social workers were asked: Has the COP-sponsored college training had an effect upon the aides' personal development?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
4	All four school social workers reported effects of college training which can be summarized as increased self-actualization. —The social work aide learned objectivity from the college experience; he/she became more realistic about himself/herself. —The social work aide gained personal security from the college experience. —The social work aide increased his/her self-awareness. —The social work aide developed his/her own interests.

TABLE 44 — WAYS IN WHICH COP-SPONSORED COLLEGE TRAINING AFFECTED SOCIAL WORK AIDES' EFFECTIVENESS ON THE JOB

School social workers were asked: Has the COP-sponsored college training had an effect upon the aides' effectiveness in the position?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
1	College training in particular areas such as child development is used on-the-job and increases the social work aide's effectiveness.
1	College training enlarged the social work aide's professional capacity and effectiveness.
1	College training increased the social work aide's knowledge of and capacity to empathize with other people, particularly minority cultures.
1	College training had little affect upon the aide's effectiveness in the position.
1	The social work aide learned objectivity from the college experience.

F. The Working Relationships of COP Social Work Aides to the Pupil Personnel Staff

TABLE 45—THE WORKING RELATIONSHIPS OF COP SOCIAL WORK AIDES TO THE PUPIL PERSONNEL STAFF

School social workers were asked: Are COP school social work aides considered part of the pupil personnel staff?

No. of responses in each category given by: school social workers (N=4)	CATEGORIES OF RESPONSES
4	Yes, COP social work aides are considered part of the pupil personnel staff.
School social workers were asked: Are they included in pupil personnel staff meetings?	
No. of responses in each category given by: school social workers (N=4)	**CATEGORIES OF RESPONSES**
3	Yes, COP social work aides are included in pupil personnel staff meetings.
1	No, COP social work aides are not included in pupil personnel staff meetings, but they should be included.
School social workers were asked: Are they included in parent conferences?	
No. of responses in each category given by: school social workers (N=4)	**CATEGORIES OF RESPONSES**
2	Yes, COP social work aides are included in parent conferences when they have been involved in the case.
1	Yes, COP social work aides are included in parent conferences.
1	Sometimes COP social work aides are included in parent conferences.
School social workers were asked: Are they included in staff social functions?	
No. of responses in each category given by: school social workers (N=4)	**CATEGORIES OF RESPONSES**
4	Yes, COP social work aides are included in staff social functions.

Appendix A

Letter Sent to Participants in the Study Prior to the Interviews

TO: Participants in the Study of the Effective Utilization of COP Aides

FROM: Nancy Falk, EPDA Consultant

SUBJECT: Procedures of the Study

DATE: February 13, 1974

Thank you for agreeing to participate in the Career Opportunities Program study of the utilization of teacher aides. The purpose of the study is to gather from teachers, school social workers, and principals, who have been effective in working with aides, subjective but also detailed and concrete information about the effects of COP trained aides upon the role of the teacher and the learning-teaching process, upon the pupils, and upon community-school relations.

From its beginning in 1969, the COP program has been based on the belief that the education of children from economically disadvantaged families can be improved by aides and teachers who come from economic and ethnic backgrounds similar to those of their students. COP trainees had to meet low-income qualifications and were recruited from low-income areas of the school district to work in schools with a high proportion of children from low-income families. Another major objective of COP was to improve employment opportunities for low-income adults by establishing a career ladder in the school district and by providing a work-study training program.

The study is being conducted in the Duluth and Minneapolis public schools under the COP State Technical Assistance Grant. The interview format has been designed with the advice of the Duluth and Minneapolis COP project directors, Beverly Korby and Alan Sweet. In my position as state COP consultant, I shall personally interview six teachers, two school social workers, and two principals in each school district. I want to assure you that in no way will you be identified with your responses.

The summarized results of the study will be published and disseminated to the persons interviewed, the two participating school districts, the regional and national COP offices, the New Careers Training Laboratory, and COP administrators in other states.

This study is not intended as an evaluation of trainees or of their supervisors. We hope that the results will aid the Duluth and Minneapolis schools in their various teacher aide programs and that the results will be useful to the National COP.

39

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Appendix B

Instrument Used in Interviewing Teachers*

COP Teacher Aide Utilization Study Interview Format

A. **Effects of COP Aides Upon the Role of the Teacher and Upon the Learning-Teaching Process**

How has your role as a teacher changed as a result of having a COP aide in your classroom? or How would your role as a teacher change if you were no longer able to have a COP aide in your classroom?

1. How does your COP aide make your job easier? What are the assets of having an aide?
2. How does your COP aide make your job more difficult? What are the problems of having an aide?
3. How does your COP aide affect the amount of contact you have with pupils, and the relationship you have with the pupils?
4. How does your COP aide affect the learning-teaching atmosphere in the classroom?
5. How does your COP aide affect your classroom management and discipline?
6. How does your COP aide affect your role as a classroom teacher in planning, instructing, and evaluating pupils' progress?
7. How does your COP aide affect the curriculum in your classroom?

B. **Effects of COP Aides Upon Pupils**

1. How does your COP aide affect individual pupil learning?
2. How does your COP aide affect pupils' attitudes toward school and learning?
3. How does your COP aide affect pupil self-concept?

C. **Effects of COP Aides Upon Community-School Relationships**

1. What effect does your COP aide have upon communication between the school and the parents? (If the question is answered positively, ask about negative effects. If the question is answered negatively, ask about positive effects.)
2. Have your COP aide's life experiences and community knowledge been a resource to you in dealing with economically disadvantaged children?

D. **Training for COP Aides**

1. What competencies do you consider most important for a COP aide to have?
2. What kinds of training should a COP aide have?
3. Has the COP-sponsored college training had an effect upon (a.) the aide's personal development, (b.) the aide's effectiveness in the classroom?

E. **Staff Relationships**

1. (a.) Are COP aides considered part of the instructional staff? (b.) Are they included in staff meetings? (c.) Are COP aides included in staff social functions? How do you feel about each issue?
2. (a.) How often do you and your COP aide plan and evaluate together? (b.) How much time do you and your aide spend in planning and evaluating? Is this adequate?

F. **Miscellaneous Information**

Would you like to make some additional comments about the utilization of COP aides?

*A similar instrument with appropriate changes in wording was used to interview principals and school social workers.